

**2015**  
**Badger Exam 3-8: A Smarter Balanced Assessment**

---

**Test Administration Manual**



Tony Evers, State Superintendent

---

# **Test Administration Manual**

This publication is available from:  
Office of Student Assessment  
Wisconsin Department of Public Instruction  
125 South Webster Street  
P.O. Box 7841  
Madison, WI 53707-7841  
<http://oea.dpi.wi.gov/assessment/Smarter>

March 2015

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

---

# Table of Contents

---

<b>LIST OF TABLES .....</b>	<b>III</b>
<b>INTRODUCTION .....</b>	<b>1</b>
PURPOSE OF THIS GUIDE .....	1
ABOUT THE BADGER EXAM, 3-8: A SMARTER BALANCED ASSESSMENT .....	1
<b>CONTACT INFORMATION .....</b>	<b>2</b>
BADGER EXAM CUSTOMER SERVICE.....	2
FOR BADGER 3-8 EXAM INFORMATION RELATED TO WISCONSIN POLICIES.....	3
<b>TEST ADMINISTRATOR RESPONSIBILITIES.....</b>	<b>4</b>
TEST ADMINISTRATOR/PROCTOR (TA) .....	4
<b>BEFORE TESTING.....</b>	<b>5</b>
<b>1.0 TRAINING MODULES.....</b>	<b>5</b>
<b>2.0 TEST SECURITY .....</b>	<b>6</b>
WHO IS RESPONSIBLE FOR TEST SECURITY? .....	6
SECURITY THROUGHOUT THE TESTING PROCESS .....	6
CONSEQUENCES OF TEST SECURITY INCIDENTS .....	7
SETTING UP THE TESTING ENVIRONMENT .....	7
PROCESS TO REPORT TEST SECURITY INCIDENTS.....	9
<b>3.0 PRACTICE TESTS .....</b>	<b>10</b>
<b>4.0 TESTING TIMES AND GENERAL TESTING RULES.....</b>	<b>11</b>
4.1 RECOMMENDED ORDER OF TEST ADMINISTRATION .....	11
4.2 TESTING TIMES.....	11
4.3 DURATION AND PAUSE RULES FOR ELA AND MATHEMATICS .....	12
4.4 TEST TIMEOUT (DUE TO INACTIVITY) .....	12
<b>5.0 CLASSROOM ACTIVITY .....</b>	<b>13</b>
<b>6.0 ACCESSIBILITY INFORMATION AND RESOURCES .....</b>	<b>13</b>
6.1 UNIVERSAL TOOLS.....	14
6.2 DESIGNATED SUPPORTS.....	14
6.3 ACCOMMODATIONS .....	14
6.4 RELATED ACCESSIBILITY RESOURCES.....	14
<b>7.0 ADDITIONAL RESOURCES FOR ALL STUDENTS .....</b>	<b>15</b>
7.1 RETENTION OF PRINTED MATERIALS OR SCRATCH PAPER .....	16
<b>8.0 TEST OPERATING MANAGEMENT SYSTEM (TOMS) .....</b>	<b>16</b>
8.1 TOMS LOGIN INFORMATION .....	16
8.2 STUDENT TEST SETTINGS AND ACCESSIBILITY IN TOMS .....	16
8.3 TEST SESSIONS AND TEST TICKETS .....	17
<b>DURING TESTING .....</b>	<b>18</b>
<b>9.0 TEST ADMINISTRATION .....</b>	<b>18</b>
9.1 TEST ADMINISTRATION SCRIPT .....	18
9.2 RESPONSIBILITIES DURING TESTING .....	22
9.3 TROUBLESHOOTING ISSUES .....	24

<b>AFTER TESTING.....</b>	<b>26</b>
<b>10.0 CONFIRM ALL SECURE TESTING MATERIALS HAVE BEEN DESTROYED.....</b>	<b>26</b>
<b>APPENDIX A: TEST ADMINISTRATOR CHECKLIST.....</b>	<b>27</b>
<b>APPENDIX B: TEST SECURITY CHART .....</b>	<b>31</b>
<b>APPENDIX C: MULTIPLICATION CHART .....</b>	<b>32</b>
<b>APPENDIX D: ACCESSIBILITY GUIDELINES FOR THE CLASSROOM ACTIVITY .....</b>	<b>33</b>
<b>APPENDIX E: SYSTEM CHECK ERRORS.....</b>	<b>35</b>
<b>APPENDIX F: READ ALOUD AGREEMENT TO MAINTAIN SECURITY AND CONFIDENTIALITY.....</b>	<b>36</b>
<b>GLOSSARY .....</b>	<b>37</b>

# List of Tables

---

TABLE 1: TRAINING MODULES.....	5
TABLE 2: TEST SECURITY DO AND DON'T LIST .....	8
TABLE 3: COMPARISON OF THE SMARTER BALANCED AND BADGER EXAM PRACTICE TESTS.....	10
TABLE 4: ESTIMATING TESTING TIMES FOR THE BADGER EXAM (IN HOURS).....	11
TABLE 5: ASSESSMENT SEQUENCE .....	12
TABLE 6: ADDITIONAL ACCESSIBILITY INFORMATION AND ACCOMMODATION RESOURCES.....	15
TABLE 7: ADDITIONAL TECHNICAL REQUIREMENTS .....	15
TABLE 8: LOG IN ERROR MESSAGES.....	20



# INTRODUCTION

---

## Purpose of This Guide

This document is designed to help Test Administrators/Proctors (TAs) administer the Badger Exam 3-8: A Smarter Balanced Assessment (Badger Exam) in a uniform manner that is essential for the integrity of this testing program. Following the instructions in this manual ensures similar testing conditions in all classrooms.

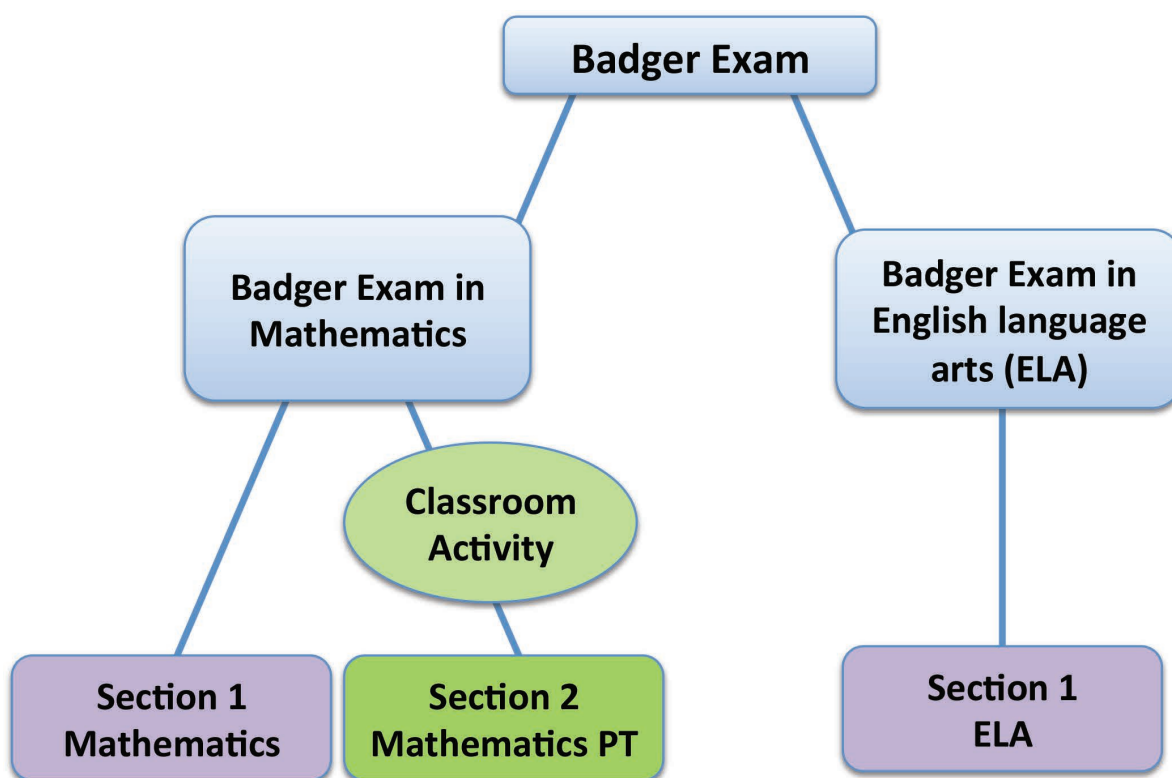
The Badger Exam provides useful, comprehensive information about student progress and helps students understand where they are in relation to their academic goals. By following the guidelines in this manual, you can help ensure that the test will work validly and equitably for all students.

## About the Badger Exam, 3-8: A Smarter Balanced Assessment

The Badger Exam, 3-8: A Smarter Balanced Assessment (Badger Exam) is Wisconsin's customized version of the Smarter Balanced Assessment. The Badger Exam is a summative assessment designed to measure student progress toward college- and career-readiness.

Wisconsin students will take the Badger Exam in English language arts (ELA) and mathematics. The mathematics assessments are comprised of three components: Section 1 including a variety of selected response, constructed response, and technology enhanced items; a brief Classroom Activity (CA); and Section 2 performance task (PT). The ELA assessment is comprised of one component, Section 1, including a variety of selected response, constructed response, and technology enhanced items. Figure 1 illustrates the structure of the Badger Exam.

**Figure 1: Badger Exam**



# CONTACT INFORMATION

---

## Badger Exam Customer Service

For questions regarding the online testing system or for additional assistance, please contact the Badger Exam Help Desk.

**Badger Exam Help Desk**

**1-844-711-6493**

**[BadgerExamHelpDesk@ets.org](mailto:BadgerExamHelpDesk@ets.org)**

**Monday – Friday 7:00AM – 5:00PM**

The Help Desk may be contacted for situations and questions that include but are not limited to the following:

- Badger Exam Practice Test;
- Loading of the Secure Browser;
- Testing engine down or unavailable;
- User accounts not available or users not able to administer tests;
- Student demographic information and/or accommodations incorrect or missing;
- Loading student data or student settings into the Test Operations Management System (TOMS);
- Submitting appeals;
- Preparing for online testing—downloading the secure browser, creating a test session, generating test tickets, etc.;
- Tests showing as unavailable to students when they log in to begin testing;
- Password resets for district and/or school users;
- Inquiries about test sessions and scheduling recommendations;
- Student’s test settings not presenting as intended; and
- Accessing reports in TOMS.

When contacting the Help Desk, be prepared to provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred and information pertaining to the student(s) experiencing the technical difficulty. These should include the following:

- Type of device being used for the test;

### **STUDENT PRIVACY:**

Schools and Districts are responsible for protecting the security of student information. Personal student information such as a combination of name and WSN should never be e-mailed to the help desk. It is best to provide help desk agents with only the WSN.

Test Administrators (TAs) are encouraged to contact their School Assessment Coordinators (SACs) and District Assessment Coordinators (DACs) for additional problem solving support.



- Any error messages that appeared;
- Operating system and browser information;
- Network configuration information;
- Your contact information for follow-up, including email address and phone number; and
- Any relevant and authorized student and school information, including grade level, content area, item number, and Section 1 or Section 2 PT.

## **For Badger 3-8 Exam Information related to Wisconsin policies**

### **General Badger Exam Information and Policies**

Contact Viji Somasundaram at the Department of Public Instruction (DPI):

- Telephone: (608) 267-7268
- E-mail: [visalakshi.somasundaram@dpi.wi.gov](mailto:visalakshi.somasundaram@dpi.wi.gov)

Or contact Jennifer Teasdale at the DPI:

- Telephone: (608) 266-5193
- E-mail: [jennifer.teasdale@dpi.wi.gov](mailto:jennifer.teasdale@dpi.wi.gov)

### **Data, Student Demographics, and Privacy Issues**

Contact Phil Cranley at DPI

- Telephone: (608) 266-9798
- E-mail: [phillip.cranley@dpi.wi.gov](mailto:phillip.cranley@dpi.wi.gov)

### **Test Security Issues**

Contact Duane Dorn at DPI

- Telephone: (608) 267-1069
- E-mail: [duane.dorn@dpi.wi.gov](mailto:duane.dorn@dpi.wi.gov)

### **Accommodations and Supports**

Contact Kristen Burton at DPI

- Telephone: (608) 267-3164
- E-mail: [kristen.burton@dpi.wi.gov](mailto:kristen.burton@dpi.wi.gov)

### **For Assessment of English language learners**

Contact Audrey Lesondak at DPI

- Telephone: (608) 267-5153
- E-mail: [audrey.lesondak@dpi.wi.gov](mailto:audrey.lesondak@dpi.wi.gov)

### **Technology Related Questions**

Contact the Badger Exam Help Desk

- Telephone: 1-844-711-6493
- Email: [BadgerExamHelpDesk@ets.org](mailto:BadgerExamHelpDesk@ets.org)

# TEST ADMINISTRATOR RESPONSIBILITIES

---

## Test Administrator/Proctor (TA)

Test Administrators/Proctors (TAs) are trained staff (including administrators, teachers, and paraprofessionals) who are employed by the school or district. They may also include student teachers who normally have responsibility for supervising students. Parent volunteers should not be allowed to proctor the examination. School personnel who are parents or guardians should not be allowed to proctor their own children.

### TO DO CHECKLISTS:

Reference Appendix A for complete TA user role checklist.

Prior to administering the Badger Exam, schools and districts should ensure that proctors/TAs have received preparation and training. This training should include:

- reading and becoming familiar with all appropriate Badger Exam publications
- viewing appropriate Badger Exam training modules
- becoming familiar with appropriate universal tools, designated supports, and accommodations
- reading the [Test Security Manual](#) and viewing the [Badger Exam Test Security Training](#)

### TA/ Proctor Responsibilities:

- participate in district/school trainings on policy and administration materials;
- viewing student information in TOMS **prior** to testing to ensure accuracy of student settings including necessary designated supports and/or accommodations;
- following procedures included in the Test Administration Manual (TAM) to administer the Badger Exam;
- monitoring students during testing; and
- adhering to all test security administration policies.

# BEFORE TESTING

## 1.0 Training Modules

To build awareness and ensure consistency in test administration, all Test Administrators (TA) should review the training modules listed below in Table 1. All modules are located at: <http://oea.dpi.wi.gov/assessment/Smarter/trainings>.

### STUDENT TUTORIAL MODULE:

It is recommended that all students preparing to take the Badger Exam view the Universal Tools Student Tutorial. This module will help prepare students for the Badger Exam and provide an introduction to the various tools and features of the online testing system.

**Table 1: Training Modules**

Module Name	Recommended audience	Objective
<i>Accessibility and Accommodations</i>	DAC, SAC, TA	Describes the recommended uses of available universal tools, designated supports, and accommodations for student accessibility.
<i>Universal Tools Student Tutorial</i>	Students, TA	Acquaints students with the online, universal tools (e.g., types of calculators, expandable text) available. This module should be shown to students in a classroom/group setting.
<i>Roles and Responsibilities</i>	DAC, DTC, SAC, STC, TA	Describes the various district and school level roles, responsibilities, and user specific resources.
<i>Student Interface</i>	DAC, SAC, TA	Explains the testing interface (logging into the system, test layout, test tools, and navigation).
<i>Test Operations Management System (TOMS) Student and User Management</i>	DAC, SAC, TA	Provides information on how to upload student information, manage users, and edit student information and accessibility features.
<i>Test Operations Management System (TOMS) Test Delivery</i>	DAC, SAC, TA	Provides information on how to establish test sessions, print test tickets, monitor student progress during testing, and access reports.
<i>What is a Performance Task (PT)</i>	DAC, SAC, TA	Provides an overview of what a performance task is and the purpose of the Classroom Activity as it pertains to the performance task.
<i>Test Security Training</i>	DAC, SAC, TA, DTC, STC	Provides a quick overview of the test security policies around the Badger Exam.

## 2.0 Test Security

### **CELL PHONES:**

Unauthorized electronic devices are prohibited during testing. This includes all devices with cellular, messaging, or wireless capabilities.

The security of the assessment and the confidentiality of student information are vital to maintain the validity, reliability, and fairness of the results.

All Badger Exam items are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any irregularity, impropriety, or breach in test administration must be reported to DPI as a test security incident. If the reliability or validity of a test is compromised, the test scores of individual students or entire classes may be invalidated, and other disciplinary actions may be taken. For more information on test security, please refer to the [Test Security Manual](http://oea.dpi.wi.gov/assessment/Smarter/security) at <http://oea.dpi.wi.gov/assessment/Smarter/security>.

### **Who is responsible for Test Security?**

Everyone who works with the assessments, communicates test results, and/or receives testing information is responsible for test security. This includes but is not limited to:

- Wisconsin Department of Public Instruction (DPI) Staff
- District Administrators
- District Assessment Coordinators (DACs)
- School Assessment Coordinators (SACs)
- District Technology Coordinators (DTCs)
- School Technology Coordinators (STCs)
- Teachers, Test Administrators, Proctors (TAs)
- Students, parents, and the community at large
- Certified and non-certified public school staff
- Cooperative Educational Service Agencies (CESAs) staff

DACs and SACs are responsible for training staff on the importance of and the policies on test security.

### **Security Throughout the Testing Process**

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited before, during and after test administration, because they give a student an unfair advantage or because they compromise the secure administration of the assessment and items. Whether intentional or by accident, failure to comply with security rules, either by staff or students constitutes a test security incident. For more information about Badger Exam Security see the [Test Security Manual](#) and [Badger Exam Test Security Training](#). For examples of improprieties, irregularities and breaches see Appendix B.

## Consequences of Test Security Incidents

Consequences of violations may include invalidation of student test results and could result in civil legal liability for copyright violations. At either the school or school district level, a test violation could result in the loss of a year's test results for the grade(s) and subject(s) affected by the test irregularity. There will be no opportunity to retest. When test results are invalidated, the student(s) do not receive test results for those content areas. The school district should be prepared to explain this to students' parents.

Disciplinary measures for educators and school staff should be determined by local school board policy. Depending on the severity of the test security violations, examples of disciplinary measures might include a written reprimand, suspension, or termination of contract. The DPI may also take disciplinary actions against department-licensed individuals.

Test security breaches involving student cheating can result in an unfair advantage for that student and compromise the validity of the standardized test. The tests for such students should be invalidated in that content area. Disciplinary measures for students are handled at the school or school district level.

For more information on test security, see the [Test Security Manual](#) and [Badger Exam Test Security Training](#).

## Setting up the Testing Environment

Testing conditions should be comfortable for all students. SACs and TAs should complete the following:

- Remove or cover all instructional materials that might assist students in answering questions displayed on bulletin boards, chalkboards, dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
- Ensure adequate spacing between students' seating and/or visual barriers
- Place a "TESTING—DO NOT DISTURB" sign on the door of the testing room
- Provide a quiet environment void of distractions
- Establish procedures for students that finish testing ahead of others by either having the students exit the room quietly and report to another area, or work silently on designated activities at their workstation.

Table 2 includes some of the general security requirements to keep in mind for the Badger Exam.

**Table 2: Test Security Do and Don't List**

Test Security Reminders
<b>DO</b> ensure secure printing and storage of students' test tickets. Test tickets include confidential information necessary for students to log in to the test delivery system.
<b>DON'T allow</b> unauthorized electronic devices that allow availability to outside information, electronic communication among students, photographing, or copying test content. This includes any device with cellular, messaging, or wireless capabilities such as cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.
<b>DON'T allow</b> unauthorized staff, other adults or students not participating in the assessment in the room where a test is being administered. Only students participating in the assessment can view test questions.
<b>DON'T allow</b> TAs and/or other trained staff to review or analyze any test questions or student responses, including students' notes on scratch paper.
<b>DON'T allow</b> digital, electronic, or manual devices to be used to record or retain test items, reading passages, or writing prompts.
<b>DO</b> ensure that for students using the print on demand accommodation, TAs closely monitor and secure the location that items/passages are printed.
<b>DON'T</b> keep printed test items/passages or scratch paper for future test sessions except for performance tasks (PTs). Reference section 7.1 for additional information. Printed test items/passages for students receiving the print on demand accommodation, including embossed Braille printouts and scratch paper, must be collected and inventoried at the end of each test session and then immediately shredded.
<b>DON'T</b> review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Student interaction during a test is limited to what is necessary for the purpose of a performance task. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, e-mail, social media websites, etc.
<b>DO</b> collect all test tickets at the end of each testing session. If students did not complete the test, test tickets should be stored until the subsequent test session. If students completed the test, the test tickets must be destroyed.
<b>DON'T</b> use any test items, stimuli, reading passages, or writing prompts for instruction.

## Process to Report Test Security Incidents

Administrators, certified and non-certified school staff, students and parents must adhere to ethical procedures in testing. Violation of these procedures can be investigated and the local school board, DPI, and/or the court system may take appropriate sanctions.

School or district staff must immediately report all incidents of test administration improprieties, irregularities, and breaches to the DAC and to the DPI Office of Student Assessment (OSA). The report of an incident may be submitted to the OSA by telephone, fax, letter, email, or by submitting an Incident Report Form (available online at <http://oea.dpi.wi.gov/assessment/Smarter/security>). As the result of a report, the OSA may ask for the Incident Report Form to be completed and submitted within 24 hours, or the OSA staff member may complete the form during the initial call. Students, their parents or other family members, and persons in the community may also report test security violations.

When a testing irregularity is alleged to have occurred, the OSA will contact the DAC (if he or she is not the reporting individual). Depending on the perceived severity of the allegation, the OSA may ask the school district to conduct a thorough fact-finding investigation of the alleged irregularity and report the results of its investigation to the DPI within two weeks. The OSA has put together guidelines to assist school districts documenting investigations of alleged incidents (available online at <http://oea.dpi.wi.gov/assessment/Smarter/security>). After receipt of the fact-finding report, OSA staff will consult with the school district on the details of the alleged testing irregularity. The school district may receive a follow-up letter from OSA requesting additional information or informing the school district that the investigation has been closed.

Because the validity and reliability of the examinations rest with the DPI, the OSA will ultimately determine whether the irregularity should be declared a testing violation, whether the Badger Exam results should be invalidated, and at what level. This may impact the determination of school and school district accountability.

### 3.0 Practice Tests

In preparation for the Badger Exam and to expose students to the various item-response types in ELA and mathematics it is **highly recommended** that all students participate in the [Smarter Balanced Practice Test](#) and the [Badger Exam Practice Test](#). Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the summative assessments and prepares students for testing. Together the Smarter Balanced Practice Test and the Badger Practice Test expose students to a variety of item types. Table 3 provides a comparison of the Smarter Balanced Practice Test and the Badger Exam Practice Test.

**Table 3: Comparison of the Smarter Balanced and Badger Exam Practice Tests**

	Smarter Balanced Practice Test	Badger Exam Practice Test
Purpose	<ul style="list-style-type: none"><li>• A range of grade specific items</li><li>• Exposure to a range of item formats</li><li>• Exposure to a range of item difficulties</li><li>• Note: Interface differs from the Badger Exam</li></ul>	<ul style="list-style-type: none"><li>• Exposure to the software and interface features that mimic the testing engine for the Badger Exam</li><li>• Included universal tools, designated supports, and accommodations (Text-to-speech is available <i>only</i> when accessing the Badger Practice Test through a secure browser)</li></ul>
Grade level	<ul style="list-style-type: none"><li>• Individual assessments in ELA and mathematics at each grade level, 3-8</li></ul>	<ul style="list-style-type: none"><li>• 2 assessments at the following grade spans<ul style="list-style-type: none"><li>○ 3-5</li><li>○ 6-8</li></ul></li></ul>
Type of Items	<ul style="list-style-type: none"><li>• Approximately 30 items in ELA and 30 items in Mathematics per grade level</li><li>• 1 ELA PT and 1 Mathematics PT per grade level</li></ul>	<ul style="list-style-type: none"><li>• Approximately 14 items per grade band (7 in ELA and 7 in Mathematics)</li><li>• Includes 1 ELA PT and 1 Mathematics PT per grade band</li></ul>
Access to assessment and scoring guides	<a href="#">Smarter Balanced Practice Test Practice Test Scoring Guide</a>	<a href="#">Badger Exam Practice Test Scoring Guide for Performance Task</a>



## 4.0 Testing Times and General Testing Rules

### TEST WINDOW:

The Badger Test Window is March 30-May 22, 2015.  
Monday – Friday  
7:00am – 5:00pm.

Given the variety of conditions at each school it is not possible to provide an ideal testing schedule that can be implemented in every setting. The DAC and SAC will work together to ensure the testing schedules for the schools in your district are appropriate for the resources available.

The following information is general timing and sequencing information to support TAs in the administration of the Badger Exam.

### 4.1 Recommended Order of Test Administration

The mathematics portion of the Badger Exam is comprised of three parts: Section 1, a short Classroom Activity, and Section 2 performance task (PT). It is recommended that students begin with the Section 1, followed by the Classroom Activity, and then Section 2 PT. Districts/Schools may opt to administer in a different order if needed; however, the Classroom Activity, which is designed to introduce the performance task, **must** occur prior to the Section 2 PT. The ELA portion of the Badger Exam is comprised of only Section 1.



### 4.2 Testing Times

Table 4 provides estimated testing times for the Badger Exam (in hours) based on the time it took students to complete the Smarter Balanced Field Test. This information is for general information only, as the assessments are not timed.

These estimates do not account for any time needed to start computers, load secure browsers, and log in students.

**Table 4: Estimating Testing Times for the Badger Exam (in hours)**

Content Area	Grades	Testing Time			Total
		Session 1	Classroom Activity	Section 2 Performance Task	
English language arts	3–8	1:30	NA	NA	1:30
Mathematics	3–5	1:30	:30	1:00	3:00
	6–8	2:00	:30	1:00	3:30

### 4.3 Duration and Pause Rules for ELA and Mathematics

The scheduling/recommendations for the three parts of the test are included in Table 5: Assessment Sequence.

**Table 5: Assessment Sequence**

	Breaks	Expiration
<b>Section 1 ELA and Mathematics</b>	Breaks can be provided during the test sessions using the software's pause feature.	Once a student has started Section 1, it will be available for 45 days.
<b>Section 2 Mathematics PT</b>	Students can take breaks during PT test sessions. Following a break, the student will have access to the same items.	Once a student has started Section 2 PT, it will be available for 10 days.

### 4.4 Test Timeout (due to inactivity)

As a security measure, after 30 minutes of inactivity students are automatically logged out of the test and the test will be stopped at the student's current location. *Activity* is defined as moving the mouse, clicking on the screen, or using the keyboard. Before the system logs the student out of the assessment, the following warning message will be displayed on the screen

*You have been inactive for 30 minutes. In 90 seconds you will be logged out of the test. Please click on OK to continue testing.*

Clicking [Ok] will resume the testing session. The student may then continue testing and will have access to previously answered test questions within the current test segment.

If the student does not click [Ok] within 90 seconds after this message appears, he or she will be logged out and the log in screen will reappear. When the student logs back into the system, he/she will be presented with the page containing the item(s) he or she was working on when the session ended (if the page contains at least one unanswered item) OR with the next page (if all items on the previous page were answered).

## 5.0 Classroom Activity

Classroom Activities are only required for the mathematics portion of the Badger Exam. SACs will distribute Classroom Activity materials to TAs approximately 1 to 2 weeks prior to administration. The purpose of the Classroom Activity is to introduce students to the context of a performance task so all students enter the performance task with the same background information and are able to demonstrate the skills the task intends to assess. The Classroom Activity is designed to be an introduction and not an assessment. TAs should review the Classroom Activity and the following Classroom Activity guidelines prior to administration.

- It is preferable—but not essential—that the TA administering the Classroom Activity has content knowledge in the area of assessment.
- The TA should be able to write or display information—including any tables, graphics, formulas, or other information contained in the Classroom Activity materials—for students to see, such as on a chalkboard or dry-erase board. Computers, projectors, and other technology are allowed but not required for the Classroom Activity. When Section 2 PT is administered, content from the Classroom Activity should not be available (i.e., do not put any content from the Classroom Activity on the board, in handouts, etc.).
- Students may take notes during the Classroom Activity, but the notes may not be used during Section 2 PT. Notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.
- The Classroom Activity must be administered prior to the performance task. There should be no more than a **three-day lapse** between the Classroom Activity and Section 2 PT.
- The Classroom Activity is nonsecure; however, it should not be supplemented with any other content that the administrator may think is helpful. Supplementing the Classroom Activity may detract from the intended purpose of the Classroom Activity and is not advised.
- Consider the appropriate accommodations that should be provided to students in the class that would normally be provided during instruction. *Appendix D: Accessibility Guidelines for Classroom Activities* contains information on these student resources that can be provided during the Classroom Activity.
- In the event a student is absent during the Classroom Activity, a make-up session must be scheduled. The Classroom Activity may be recorded; however, the make-up session should provide students with an experience similar to that of his or her peers. To the greatest extent possible, the make-up session should provide students an opportunity to interact with the teacher or TA and his or her peers.

### CLASSROOM ACTIVITY:

Classroom activities include directions associated with that specific classroom activity. The Classroom activity is not administered online.

## 6.0 Accessibility Information and Resources

State and federal laws require that state assessments must allow for the inclusion of all students, including students with disabilities and English language learners, to the extent practicable. The Smarter Balanced [\*Usability, Accessibility, and Accommodations Guidelines\*](#) (UAAG) are intended for school-level personnel and decision-making teams as they prepare for and implement the Badger Exam. The UAAG provide information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them.

## 6.1 Universal Tools

Universal tools are access features that are available to all students based on student preference and selection. Access features of the assessment are either provided as digitally delivered components of the test administration system or separate from it.

## 6.2 Designated Supports

Designated supports are those features that are available for use by any student for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). They are either provided as digitally delivered components of the test administration system or separate from it. Embedded designated supports must be enabled in TOMS prior to test administration. For information on updating student settings, refer to the [\*TOMS User/Student Management Manual\*](#).

### **DESIGNATED SUPPORTS AND ACCOMMODATIONS:**

All embedded designated supports and accommodation must be enabled in TOMS by a DAC or SAC. TAs can view accessibility information in TOMS but cannot modify the information.

## 6.3 Accommodations

Accommodations are changes in procedures or materials that increase equitable access. The UAAG identify accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 accommodation plan. Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessment. Embedded accommodations must be activated in TOMS prior to test administration. For information on updating student settings, refer to the [\*TOMS User/Student Management Manual\*](#).

## 6.4 Related Accessibility Resources

Dependent on individual student needs, TAs may need to obtain additional resources for some students' accessibility needs. For example, based on individual student settings in TOMS, students may need access to a calculator, a multiplication table, or color overlays. Similarly, if a student requires a portion of the test to be read aloud and/or scribed or individual items printed, TAs are responsible for adhering to the standardized procedures. For the complete list of non-embedded accessibility resources see the Smarter Balanced [\*Usability, Accessibility, and Accommodations Guidelines\*](#) (UAAG). Table 6 provides links to the standardized accessibility resources.

**Table 6: Additional Accessibility Information and Accommodation Resources**

	Description
Assistive Technology Software or Devices	If a student's Individualized Education Plan (IEP) or 504 plan indicates a need for an assistive technology device, the student will need to access the Badger Exam using that Assistive Technology Secure Browser.
Multiplication Table	This resource is a non-embedded accommodation available only for grades 4 – 8 mathematics. Reference <i>Appendix C</i> .
<a href="#"><i>Print on Demand Procedures</i></a>	This document outlines the processes for using the print on demand accommodation.
<a href="#"><i>Read Aloud Guidelines</i></a>	This document outlines the qualifications, guidelines, and procedures required for a test reader. The test reader must sign the <a href="#"><i>Read Aloud Agreement to Maintain Security and Confidentiality</i></a> prior to test administration. Completed agreement forms should be retained by the SAC.
<a href="#"><i>Scribing Protocol</i></a>	This document outlines the qualifications, guidelines, and procedures required when using a scribe.

## 7.0 Additional Resources for All Students

All students will need access to a district owned computer with the secure browser installed. The secure browser is designed to support test security by prohibiting access to external applications and prevents users from navigating away from the assessment. If a student's Individualized Education Plan (IEP) or 504 plan indicates a need for an assistive technology device, the student will need to access the Badger Exam using that Assistive Technology Secure Browser. For information about accessing and installing the Badger Exam Secure Browser and the Badger Exam Assistive Technology Secure Browser reference the [\*Technology Coordinator Manual\*](#).

In addition to a computer, all students will need some additional resources. TAs are responsible for ensuring all students have access to the appropriate resources listed in Table 7: Additional Technical Resources.

**Table 7: Additional Technical Requirements**

Device	Description
<b>Headphones/Earphones</b>	Required for all students during ELA, required in Mathematics for students needing text-to-speech and/or audio glossaries
<b>Graph Paper</b>	Required in Mathematics for all students in grades 6 through 8. See Section 2.0 for important information about retaining graph paper.
<b>Scratch Paper</b>	Optional resource for all students in ELA and Mathematics. See Sections 2.0 and 7.1 for important information about retaining scratch paper.
<b>Keyboard</b>	A physical keyboard is required to avoid consuming screen space for the iPad 2 and above.
<b>Pointing Device</b>	Mouse, touch screen, touchpad, or other pointing device

## 7.1 Retention of printed materials or scratch paper

All scratch paper, graph paper, or printed test items/passages (for students receiving the print on demand accommodation) must be collected and inventoried at the end of each test session and then immediately shredded.

**The only exception** to shredding printed materials and scratch paper is when notes are used during the Mathematics PT. For mathematics tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security.

## 8.0 Test Operating Management System (TOMS)

TOMS is a secure website used to manage the Badger Exam. TOMS is used to store all students' demographic information. This information will be reviewed and updated by DACs and SACs before testing. TOMS is also used to initiate testing for students and access score reports. Access to various features in TOMS is dependent upon the user's role. TAs will use TOMS to confirm the accuracy of students test settings, generate testing sessions, print test tickets to assist students in the login process, and monitor students' testing progress.

### 8.1 TOMS Login Information

#### **LOGIN:**

TOMS login credentials will always be sent from [badger-toms-noreply@ets.org](mailto:badger-toms-noreply@ets.org). This e-mail address should be whitelisted to ensure that users receive login information.

All TAs will receive an automated e-mail from [badger-toms-noreply@ets.org](mailto:badger-toms-noreply@ets.org) with a username and temporary password to access TOMS. Temporary passwords will expire within 30 days. At a user's first logon, TAs will be prompted to sign a test confidentiality agreement and change their password.

### 8.2 Student Test Settings and Accessibility in TOMS

#### **DESIGNATED SUPPORTS AND ACCOMMODATIONS:**

TAs must confirm the accuracy of students' test settings before test administration.

Using the Smarter Balanced [\*Usability, Accessibility, and Accommodations Guidelines\*](#) (UAAG), DACs and SACs are responsible for customizing students' test settings in TOMS. Prior to testing TAs must confirm the accuracy of students' test settings. If a TA identifies any errors in a student's test settings, TAs must contact the School Assessment Coordinator (SAC) for remedy. Failure to provide the correct student settings may result in a test irregularity.

To view test settings, TAs must log into TOMS. Under the Students tab, select "view & edit" and then the "accessibility resources" tab. For additional information about viewing students test settings reference the *TOMS: User/Student Management Manual* at <http://oea.dpi.wi.gov/assessment/Smarter>.

### 8.3 Test Sessions and Test Tickets

It is recommended that TAs print test tickets one to three days prior to testing. Test tickets are created in TOMS and provide each student with their login information (username, password, and session ID). To create test tickets,

- TAs must log in to TOMS and select the “Online Testing” tab.
- Using the grade level filters, select all students included in the test session.
- Select the appropriate test (Section 1 ELA, Section 1 Mathematics, or Section 2 Mathematics PT).
- Select the button to print tickets.

Each student will need three test tickets, one ticket corresponding to each test (Section 1 ELA, Section 1 Mathematics, or Section 2 Mathematics PT). For additional information on generating test sessions and printing test tickets, reference the *TOMS Test Delivery Manual* at <http://oea.dpi.wi.gov/assessment/Smarter/resources>.

Students will use the same test ticket every time they log into each test.

For test security purposes, however, test tickets will become inactive 120 minutes after students log out of the test. As a result, if a student accidentally logs out during a test session, he/she would be able to immediately log back into the system. Similarly, if a student participates in one test session, logs out of the test and then returns to the test within 120 minutes, he/she would be able to log into the test.

If however, the student attempts to log into the test more than 120 minutes after logging out, the test ticket will be inactive and the student will receive a login error.

To reactivate the test tickets, the TA must log into TOMS, select the student or group of students needing to continue testing, and select “continue testing”. After completing this task, the student can log back into the test interface using the information on the test ticket. For additional information on test tickets, reference the *TOMS Test Delivery Manual* at <http://oea.dpi.wi.gov/assessment/Smarter/resources>.

#### **TEST TICKETS:**

Test tickets include confidential information. Test tickets must be printed in a secure location and must be securely stored until the test administration. Similarly at the end of testing, test tickets must be shredded.



# DURING TESTING



---

## 9.0 Test Administration

This section provides guidelines and specific directions for the test. Be sure to review the test directions in advance. In order to ensure that all students are tested under the same conditions, adhere strictly to the script.

When asked, you should answer questions raised by students, but you should never help the class or individual students with specific test items. No test items can be read to any student for any content or subject area, unless specified as an accommodation. Please remember that the script must be followed exactly and used each time a test is administered using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “I made a mistake. Listen again.” Then read the direction again. Try to maintain a natural classroom atmosphere during the test administration. Before each test begins, encourage students to do their best.

TAs should print the script for use on the day of testing. The following elements are used throughout the specific directions:

	The directions you are to read aloud to the students are preceded by and are printed in bold type.
	Test Administrator action item.

## 9.1 Test Administration Script

Each time a student logs in to the testing system, the Test Administrator should follow this script. This includes logging in to Section 1 in ELA or mathematics or Section 2 PT in mathematics. If you are resuming a test and are sure that all students are able to log in without hearing the login directions again, you may skip the italicized portions of the directions.



**Today you will be taking the Badger Exam (Section 1 Mathematics/ELA test or the Section 2 Mathematics PT).** *Before we begin the test, we are going to do a quick check to make sure your (computer, tablet, iPad) is working properly and review some of the online tools available for you.* Please click on the secure browser icon located on your (computer, tablet, iPad).



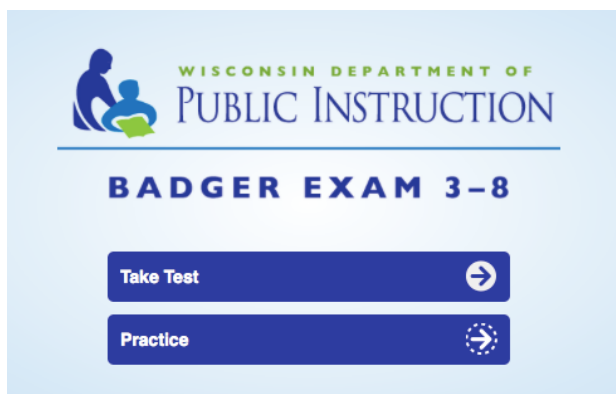
To begin a testing session students must open the secure browser on their testing device. TAs may choose to complete this test on the students' behalf prior to starting the testing session with students. If so, modify the script to the following: **Today you will be taking the Badger Exam (Section 1 Mathematics/ELA test or the Section 2 Mathematics PT).** **Before we begin the test, we are going to review some online tools available for you.**



If students require Braille or the use of an assistive technology device, confirm that students are accessing the assessment through the assistive technology secure browser.

Once the secure browser is opened the system will automatically initiate a system check. This process helps to ensure that the device will function properly during the assessment. In the event that there is an issue, an error message will appear. See *Appendix E* for a complete list of error messages. TAs should contact district or school technology staff to help remedy errors.

Upon successful completion of the system check, users can select to start the Badger Exam by selecting “Take Test” or take the Badger Exam Practice Test by selecting “Practice”.



The next screen prompts you to pick either “Take Test” or “Practice”. Please select “Take Test”.



Confirm that all students have selected to take the test.



**I am now going to pass out your test ticket, a piece of paper, which includes your log in information required to start your test. When you get your paper, please make sure your name and the test name are correct. Today’s test is (Section 1 Mathematics/ELA test or the Section 2 Mathematics PT). *Please do not share this information with anyone as it is your own private information. Keep this paper at your workstations. At the end of the test, I must collect this paper. Once all of you have your paper I will give you directions to log in to the test.***



Give students the test tickets. When distributing, confirm that each student receives the correct ticket by ensuring the students name is correct and the test name is correct (Section 1 ELA, Section 1 Mathematics, Section 2 Mathematics PT). Remember the test tickets contain secure information and need to be collected at the end of the test session.



**Using the information on your paper, enter your username, password, and session ID now. *If you have any trouble logging in please raise your hand and wait for my assistance. Once you have successfully logged in, please wait for me to give you more directions.***

Make sure all students have successfully entered their information. A second staff person to assist those having trouble is beneficial.

If a student is unable to log in, he or she will be given an error message and prompted to try again. After three failed attempts, the student will need to re-launch the secure browser. If the student is still having difficulty, the student's login information should be confirmed in TOMS. TAs may assist students with logging in if necessary. Table 8: Log In Error Messages contains log in error messages and error descriptions that students may experience while attempting to log into the test.

**Table 8: Log In Error Messages**

Error Message	Error Description
You must enter a Username	A user name was not entered
You must enter a Password	A password was not entered
You must enter a Session ID	A Session ID was not entered
Incorrect Username/Password	The Session ID exists, but the student's username or password is incorrect.
Incorrect Session ID	The Session ID does not exist.
Your test ticket is no longer active.	The test ticket is inactive. The TA must activate the ticket in TOMS by selecting "continue testing".
You are no longer able to access this test.	The test has been submitted or has expired.

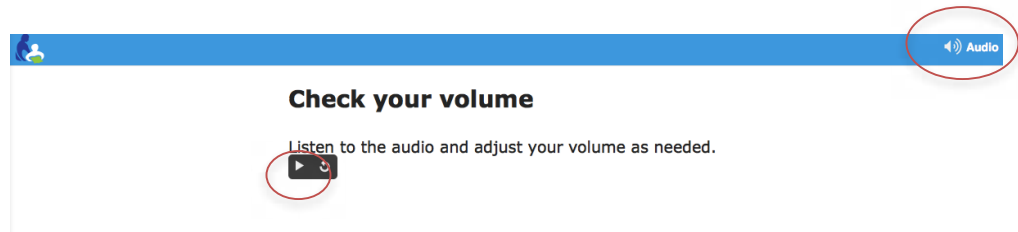
If the problem cannot be resolved, please contact the Badger Exam Help Desk at 1-844-711-6493 or [BadgerExamHelpDesk@ets.org](mailto:BadgerExamHelpDesk@ets.org).

The test tickets are activated once a student logs in with his/her username, password, and session ID. Once the student completes the test session (by clicking "end assessment"), the test tickets will remain active for an additional 120 minutes. So if a student accidentally logs out of the test, he/she can log back into the system. Similarly, if students complete a test session and then begin another test session on the same test with 120 minutes, students may log back into the test. No action is needed by TA.

If the time lapse between sessions exceeds 120 minutes, TAs must reactivate the test ticket by logging into TOMS and selecting the student or group of students and selecting "continue testing". The student can then log into the test with the same ticket information. For additional information on test tickets, reference the *TOMS Test Delivery Manual* at <http://oea.dpi.wi.gov/assessment/Smarter/resources>.



(Read only for ELA and for students that are receiving translation glossaries in mathematics. Some glossaries may have an audio option). Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on, and click the arrow icon to hear the sound. If you need to adjust the volume click on the audio button on the top right hand side of your screen. If you do not hear anything please raise your hand.



After you have heard the sound, click on the Next button on the bottom right hand side of your screen.



If a student's volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your School Technology Coordinator or the Badger Exam Help Desk at 1-844-711-6493 or [BadgerExamHelpDesk@ets.org](mailto:BadgerExamHelpDesk@ets.org).



(Read only if students in the test session are receiving text to speech [TTS]) Next you may see a TTS audio check. Confirm that you can hear the sentence and then click on the Next button on the bottom right hand side of the screen.

### Check your TTS audio playback

Please click the button below to speak the text

The quick brown fox jumps over the lazy white dog.



Next you will see a directions page. This page will help you understand how to answer questions and use the tools on your screen. Please read this information carefully. When you have completed reading this information please wait for additional instructions. You can also find this information during your test by clicking the DIRECTIONS button in the top right toolbar.



Allow students time to read the information on the directions page and confirm that students have reviewed the materials on the directions page.



During the test, you may see a page with no test questions. Follow the directions on the page to continue taking the test.

If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing. If you would like to review that answer at a later time, mark the item for review by clicking on the flag in the upper right corner of the screen before going on to the next question.

Flagging the item will remind you to go back and decide whether you need to change the answer during this test session.

You may PAUSE at any point in the test by clicking PAUSE rather than NEXT after answering an item.

Please raise your hand if you need a break and ask me prior to clicking PAUSE.

This is not a timed test so work at your own pace. If after 30 minutes, you do not answer a question or click on a test tool, a screen will pop up warning you that you will be logged out of the test. If you are still testing, please click “okay” and the test will continue.

Your answers need to be your own work. Please keep your eyes on your own test, and remember that there should be no talking.

Please keep in mind that this test is divided into segments. When you get to the end of each segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment.

When you are ready to begin your test, click NEXT at the bottom of the page.

## 9.2 Responsibilities During Testing

### Approve Printing

Print on demand is a testing accommodation available to students based on a documented need in a student’s Individual Education Program (IEP) or 504 plan. For information on approving student’s requests to print reference the Print on Demand Procedures document available at <http://oea.dpi.wi.gov/assessment/Smarter/accommodations>.

### Monitor Test Security

During testing, circulate through the room to ensure that all conditions of test security are maintained. As a reminder, unauthorized electronic devices, including cell phones, are not allowed in the secure testing location. Test security incidents may give a student an unfair advantage or compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. If you have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments you must report the incident to the SAC or DAC. See *Appendix B* for a list of test security violation examples.

### Monitor Testing Progress during testing

TAs can monitor students' testing progress in TOMS. This feature will not display test questions or scores, however, it can assist TAs in viewing each student's testing status. The testing status will automatically refresh every minute. Refer to the *TOMS Test Delivery Manual* at <http://oea.dpi.wi.gov/assessment/Smarter/resources> for instructions.

If you notice that a student is off task, you may say the following statement to the student, verbatim, to keep him or her focused.



SAY

**It is important that you do your best. Do you need to pause the test and take a break?**

#### **PRACTICE TEST and STUDENT TUTORIAL**

Allowing the students to practice on the Badger Exam Practice Test and view the Student Tutorial Module prior to testing is strongly encouraged to ensure that students are able to manipulate each item type and use the various tools and supports during testing.

#### **Assistance to Students**

Administrators/Proctors should answer questions raised by students, but should never help the class or individual students with specific test items. If a student asks for assistance either in answering an item or manipulating an item type, the TA should gently instruct the student to review the tutorial for help and let the student know that he or she should try his or her best. The TA may remind the student to reread the instructions for that item.



SAY

**I can't help with the test. Try to do your best.**

#### **End the Session**

When there are approximately five minutes left for the test session, give students a brief warning.



SAY

**We are nearing the end of this testing period. Please review any completed or marked for review items now.**

**If you have not finished, you will have the chance to finish the test at another time.**

After answering the last question in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all questions available to the student (presented after any pause taken) or to end the test.

After answering the last question and reviewing test questions, students must end their test. They do so by clicking [RETURN TO TEST] to review answers or [SUBMIT] to submit the test. If a student clicks [SUBMIT], the student will be prompted to confirm that they want to submit their test. After the test is submitted the student will not be able to review answers.



**This testing session is almost over. Be sure to go back and check any items you have marked for review. If you have finished, click SUBMIT. If you have not finished, click LOGOUT, and you will be able to finish at another time. I will now collect your papers with test login information, and scratch paper or other materials.**

Collect all test tickets, scratch paper or other materials.

#### **IMPORTANT:**

Test tickets contain confidential information. Test tickets must be securely stored until test administration and must be collected at the end of each test session.

When a student logs out of the test interface, the test ticket will remain active for an additional 120 minutes. If students return to the same test after 120 minutes, the TA must reactivate the test tickets in TOMS by selecting “continue testing” next to the student’s name.

### **9.3 Troubleshooting issues**

#### **Requests to reset, reopen, invalidate, or restore a test**

While rare, some situations and/or test security incidences may result in the need to reset, reopen, invalidate, or restore individual student assessments.

For example, an appeal may be submitted to invalidate the Section 1 ELA based on a security issue during the Section 1 ELA, or an appeal may be submitted to reopen Section 2 Mathematics PT for a student who becomes ill and is unable to resume testing until after Section 2 Mathematics PT has expired. If you suspect a need for an appeal, contact the SAC.

#### **TEST INVALIDATION:**

If one section of the mathematics assessment is invalidated, the entire content area will be invalidated.

#### **Technical Difficulties**

In the event of technical difficulties, first contact your Technology Coordinator, then the Badger Help Desk at 1-844-711-6493 or [BadgerExamHelpDesk@ets.org](mailto:BadgerExamHelpDesk@ets.org).

In the rare event that the secure browser or test becomes unresponsive and you cannot pause the test or close the secure browser, users have the ability to “force quit” the secure browser. In this situation, the secure browser will close and the student will be automatically logged out of the test. The student’s responses to all questions will be saved. When the student logs back into the test, he/she will be presented with the question or page that he/she was working on when “force quit” was used.

To force the browser to close, use the following keyboard commands. (Reminder: This will log the student out of the test he or she is taking. When the secure browser is opened again, the student will have to log back in to resume testing.) **You are strongly advised against using the force-quit commands, as the secure browser treats this action as an abnormal termination.**

These commands should be used only if the **[Close Secure Browser]** button does not work.

Force-quit Commands
[Shift] + [Esc] + [E]
<i>Note iPad Users:</i> If you are using an iPad, please see the Technical Specifications Manual for how to use guided access to force-quit.

# AFTER TESTING

---

## **10.0 Confirm all secure testing materials have been destroyed**

Federal law (the Family Educational Rights and Privacy Act) prohibits the release of any student's personally identifiable information. Any printouts, including printed items, test tickets, scratch paper, or graph paper must be collected and then securely shredded.



# APPENDIX A: TEST ADMINISTRATOR CHECKLIST

Test Administrator - Activity	Target Completion Date	Resource
<b>BEFORE TESTING</b>		
<input type="checkbox"/> Attend your school or district's training session if one is offered and review all Badger Exam test administration documents, particularly the <i>Test Administration Manual (TAM)</i> .	3 Weeks prior to testing	DAC/SAC Guide section 1.0
<input type="checkbox"/> Review the training modules recommended by the SAC.	3 Weeks prior to testing	DAC/SAC Guide section 1.0 TAM section 1.0
<input type="checkbox"/> Show students the Universal Tools Student Tutorial module.	2-3 Weeks prior to testing	DAC/SAC Guide section 1.0 TAM section 1.0
<input type="checkbox"/> Provide students with a walk-through of the Badger Practice Test to build familiarity with navigation of the system and tools.	2-3 Weeks prior to testing	TAM section 3.0 <a href="http://oea.dpi.wi.gov/assessment/Smarter">http://oea.dpi.wi.gov/assessment/Smarter</a>
<input type="checkbox"/> Confirm that you have received an e-mail (from <a href="mailto:badger-toms-noreply@ets.org">badger-toms-noreply@ets.org</a> ) with TOMS login information (username and temporary password). Temporary password is only active for 30 days.	3 Weeks prior to testing	TAM section 8.0
<input type="checkbox"/> Work with SAC to ensure that each student enrollment information has been loaded into TOMS and is accurate for each student.	2 Weeks prior to testing	DAC/SAC Guide section 8.0 TAM section 8.0
<input type="checkbox"/> Prior to testing, confirm each student's accommodations in TOMS against their IEP or other relevant documentation as appropriate. Contact SAC to update information if necessary.	2 Weeks prior to testing	DAC/SAC Guide section 8.0 DAC/SAC Guide section 2.0 TAM section 6.0 and 8.0
<input type="checkbox"/> Ensure that the secure browser has been downloaded to any computer(s) on which students will be testing by checking for the secure browser icon on each testing computer.	2 Weeks prior to testing	TAM section 9.0
<input type="checkbox"/> Review the testing schedule with the SAC. For mathematics, confirm the sequence of the tests, specifically that the Classroom Activity (CA) is administered prior to the performance task (PT).	2 Weeks prior to testing	DAC/SAC Guide section 5.0 TAM section 4.0

Test Administrator - Activity	Target Completion Date	Resource
<input type="checkbox"/> Verify process for CA make up sessions if needed.	2 Weeks prior to testing	TAM section 5.0
<input type="checkbox"/> Perform an equipment needs check based on individual student requirements. <input type="checkbox"/> Work with the SAC to identify students who will need specialized equipment for accommodations. <input type="checkbox"/> Review standardized protocol for read aloud, the read aloud agreement to maintain security and confidentiality, and the protocol for scribing, if necessary.	2 Weeks prior to testing	DAC/SAC Guide section 2.0 TAM section 6.0 Smarter Balanced <a href="#">Usability, Accessibility, and Accommodations Guidelines</a> (UAAG) Appendix F: Read Aloud Agreement to Maintain Security and Confidentiality
<input type="checkbox"/> Communicate to students the need for headsets in order to take Section 1 ELA <input type="checkbox"/> Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing. <input type="checkbox"/> Also have extra headsets on hand for students who may forget to bring theirs. <input type="checkbox"/> Reminders should be sent several days before and the day prior to testing to ensure students remember to bring headsets.	1 Week prior to testing	TAM section 7.0
<input type="checkbox"/> Ensure all students have scratch paper for the Mathematics and ELA assessments and graph paper (only applicable for grades 6, 7, and 8) mathematics assessments.	1 Week prior to testing	TAM section 7.0 Smarter Balanced <a href="#">Usability, Accessibility, and Accommodations Guidelines</a> (UAAG)

Test Administrator - Activity	Target Completion Date	Resource
<input type="checkbox"/> Verify the security of the testing environment by <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensuring that students have access to only those allowable resources.</li> <li><input type="checkbox"/> Making sure that no instructional materials directly related to the content of the tests are visible to students.</li> <li><input type="checkbox"/> Reminding students that cell phones and other electronic devices are not allowed during a testing session.</li> <li><input type="checkbox"/> Reviewing all security procedures and guidelines in the <i>Test Security Manual</i> at <a href="http://oea.dpi.wi.gov/assessment/Smarter/security">http://oea.dpi.wi.gov/assessment/Smarter/security</a></li> </ul>	1 Week prior to testing	TAM section 2.0
<input type="checkbox"/> Review CA. <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all materials are ready for the CA.</li> <li><input type="checkbox"/> Provide students with disabilities and English learners access to appropriate supports.</li> </ul>	1 Week prior to testing	TAM section 5.0
<input type="checkbox"/> Print Test Tickets <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure secure printing and secure storage of test tickets until needed.</li> </ul>	3 days prior to testing	TAM section 8.0
<b>DURING TESTING</b>		
<input type="checkbox"/> Administer the Badger Exam following the script and directions for administration. Provide any necessary accommodation supports.	Ongoing during administration	TAM section 9.0
<input type="checkbox"/> Monitor the security of the testing environment <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure students have access to only allowable resources.</li> <li><input type="checkbox"/> Ensure no instructional materials directly related to the content of the tests are visible to students.</li> <li><input type="checkbox"/> Document and report any potential test security issues and report to the SAC immediately after learning of the incident.</li> </ul>	Ongoing during administration	TAM section 9.0 and 2.0

Test Administrator - Activity	Target Completion Date	Resource
<input type="checkbox"/> Make sure the physical conditions in the testing room are satisfactory. Students should be seated so that there is enough space between them to minimize opportunities to look at each other's screen.	Ongoing during administration	
<input type="checkbox"/> Plan a quiet activity for each testing session for students who finish early. The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.	Ongoing during administration	
<input type="checkbox"/> Monitor testing progress in TOMS during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.	Ongoing during administration	TAM section 9.0
<input type="checkbox"/> Verify that students have participated in the CA prior to the PT. Schedule CA make-up sessions if needed.	Ongoing during administration	TAM section 4.0 and 5.0
<input type="checkbox"/> Ensure proper handling of all printed test materials, notepaper, and test tickets. Collect all test materials and test tickets on each day of testing and then destroy according to security policy.	Ongoing during administration	
<input type="checkbox"/> Raise any technical issues with the SAC or STC for resolution.	Ongoing during administration	
<b>AFTER TESTING</b>		
<input type="checkbox"/> Securely dispose of all printed testing materials, including test tickets, print on demand documents, and scratch paper in a secure manner.	Immediately after testing	TAM Section 2.0 and 7.1
<input type="checkbox"/> Follow up and report any outstanding test security incidents.	Immediately after testing	

## APPENDIX B: TEST SECURITY CHART

This chart shows the test security incident levels and examples of the types of issues.

Level of Severity & Potential Effect on Test Security	Types of Issues
<b>LOW Impropriety</b>	Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.
	Student(s) leave the test room without authorization.
	Administrator leaving related instructional materials on the walls in the testing room.
<b>MEDIUM Irregularity</b>	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using handheld electronic devices to exchange information.
	Student(s) accessing the Internet or any unauthorized software or applications during a testing event.
	Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
	Disruptions to a test session such as a fire drill, schoolwide power outage, earthquake, or other acts.
	Administrator failing to ensure administration and supervision of the Badger Exam by qualified, trained personnel.
	Administrator giving incorrect instructions that are not corrected prior to testing.
	Administrator or teacher does not present Classroom Activity prior to performance task administration.
	Administrator giving out his or her username/password (via email or otherwise), including to other authorized users.
	Administrator allowing students to continue testing beyond the close of the testing window.
	Administrator or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
<b>HIGH BREACH</b>	Administrator providing students with nonallowable materials or devices during test administration or allowing inappropriate designated supports and/or accommodations during test administration.
	Administrator allowing anyone other than a student to log in to the test unless prescribed as an allowable accommodation in the student's Individualized Education Program (IEP). This includes Test Administrators (TAs) or other staff using student information to log in or allowing a student to log in using another student's information.
	Administrator providing a student access to another student's work/responses.
	Administrator or Coordinator modifying student responses or records at any time.
	The live Student Interface being used for practice instead of the Training or Practice Tests.
	Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
	Administrator allowing students to take home printed test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials.
	Adult or student copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes.
<b>HIGH BREACH</b>	Secure test materials being shared with the media (such as the writing prompts, test items, or reading passages), or allowing media to observe a secure test administration.
	Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

## APPENDIX C: MULTIPLICATION CHART

---

A single-digit (1–9) multiplication table is a non-embedded **accommodation** for **grades 4 and above** mathematics items. The multiplication table is to be used *only* for students with a documented and persistent calculation disability (i.e., dyscalculia) in their Individualized Education Plan (IEP) or 504 Plan. This table can be printed for students requiring this accommodation.

MULTIPLICATION TABLE									
×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

## APPENDIX D: ACCESSIBILITY GUIDELINES FOR THE CLASSROOM ACTIVITY

---

Students with disabilities are allowed to have accommodations, and English learners should have access to language supports that they regularly use during classroom instruction. The information noted in the table below provides teachers with options that may be implemented during the activity as needed for students to have appropriate access to the information included in the Classroom Activity.

Overall Strategies for the Classroom Activity are as follows:

- Teachers may employ the same strategies for the Classroom Activity that they use during instruction to attend to the diversity of their individual student needs.
- Teachers can employ formative practices and professional judgment to determine whether or not individual students require additional support or scaffolding to meet the objectives of the Classroom Activity.
- Teachers can read and reread aloud any text included in the Classroom Activity.
- Teachers may employ assistive technologies that are typically available during instruction.
- The additional supports and strategies described in the table below may be made available to any student based on the student's individual needs and are not limited to particular impairments or to students who have Individualized Education Programs (IEPs) or 504 plans.
- Teachers may adjust any Classroom Activity to allow for different instructional settings (e.g., individual student make-up activity, remote learning environment).
- Teachers may employ more than one suggested strategy listed in the table below to meet student needs.
- These strategies are not mutually exclusive.

### Classroom Activity Guidance for Needs-Specific Accessibility Options

Student Need	Guidance for Accessibility (Student IEP and 504 Plans supersede these guidelines)
Visual Impairments	<ul style="list-style-type: none"><li>• Reading Materials: All materials that are required to be read by a student may be read aloud to the student.</li><li>• Pictures, Figures, Drawings, and Photographs: Descriptions may be read to students. In addition, teachers can provide students with further explanation of the descriptions. These explanations may clarify the description without adding additional content.</li><li>• Graphs: Further descriptions or repetition of descriptions may be necessary for a student. These explanations may clarify the description without adding additional content.</li><li>• Venn Diagrams: Venn diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graphic organizer.</li></ul>

Student Need	Guidance for Accessibility (Student IEP and 504 Plans supersede these guidelines)
<b>Reading Impairments</b>	<ul style="list-style-type: none"> <li>• Reading Materials: All materials that are required to be read by students may be read aloud to the student.</li> <li>• Writing Activities: All activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.</li> </ul>
<b>Physical Impairments</b>	<ul style="list-style-type: none"> <li>• Kinesthetic Activities: If a student cannot participate in a kinesthetic activity, the student may be asked to describe the activity orally.</li> <li>• Activities Requiring Movement: Tasks such as moving around the room or coming up to the board can be modified to allow the teacher or other students to interact with the student or allow for the student to respond orally.</li> <li>• Writing Activities: If helpful to a student, all activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.</li> </ul>
<b>Hearing Impairments</b>	<ul style="list-style-type: none"> <li>• Activities Requiring Listening: Listening activities may be presented in American Sign Language (ASL). For activities that require students to describe sounds, such as those from a thunderstorm, a sound may be described by the student as how it feels and looks.</li> <li>• Activities Requiring Oral Responses: Oral responses may be provided via sign language or in writing.</li> </ul>
<b>Expressive Language Impairments</b>	<ul style="list-style-type: none"> <li>• Activities Requiring Oral Responses: Oral responses may be provided in writing, using a communication device, or any other means that the student uses to communicate.</li> </ul>
<b>English Learners</b>	<ul style="list-style-type: none"> <li>• Reading Materials: All materials that are required to be read by students may be read aloud to the student.</li> <li>• Writing Activities: All activities that require the student to write may allow for an oral response.</li> <li>• Visual Supports: If helpful to a student, vocabulary and key contextual topics may be supplemented with visual supports.</li> <li>• Flexible Grouping: Teachers may administer the Classroom Activity in flexible groups based on English language proficiency.</li> <li>• Activities Requiring Oral Responses: Oral responses may be provided in writing.</li> <li>• Students may use an English, non-English, and bilingual dictionary and thesaurus as needed.</li> </ul>
<b>Separate Setting</b>	<ul style="list-style-type: none"> <li>• Group activities may be tailored to occur between a single student and his or her educator where the educator and student share discussion and work.</li> <li>• Activities between student(s) and an educator may be conducted online or via a telephone connection.</li> <li>• All student-facing information included in a Classroom Activity should be presented to students working in a separate setting.</li> </ul>



## APPENDIX E: SYSTEM CHECK ERRORS

After launching the secure browser on your device, a system check will be conducted. The process helps to ensure that the device will function properly during the assessment. In the event that there is an issue, one or more of the following error messages will appear.

Error Type	Error Message
Connectivity issue	The application is unable to make an internet connection. Raise your hand to notify your teacher.
	The application requires a minimum connection speed of 20 Kbytes per second. The current speed does not meet the minimum requirements. Raise your hand to notify your teacher.
	The application is unable to connect to the CA&L Data Center. Check the connection configurations within the application settings and try again. Raise your hand to notify your teacher.
Device specifications issue	The application requires a minimum resolution of 1024 x 740. The current screen resolution and/or screen setting does not meet the minimum requirements. Check the screen resolution settings and try again. Raise your hand to notify your teacher.
	The application requires a standard English-language keyboard. The current keyboard configuration does not meet the requirements. Check the keyboard configuration settings and try again. Raise your hand to notify your teacher.
Guided access issue	To run this application, enable Guided Access by going to Settings -> General -> Accessibility -> Guided Access. Toggle Guided Access to the ON position. Set the passcode needed to enter/exit Guided Access. Then, return to this application, triple click the Home button and toggle Touch and Motion to the ON position. Make sure the full screen is accessible. Raise your hand to notify your teacher.
Local caching issue	The application is unable to connect to the Local Caching Software. Raise your hand to notify your teacher.
	This application must be configured to connect to a Local Caching Software (LCS). Raise your hand to notify your teacher.
	The application is unable to connect to the Local Caching Software (LCS). Check the LCS configurations within the application settings and try again. Raise your hand to notify your teacher.
Test security issue	The application security requirements do not permit the use of extended monitors. Raise your hand to notify your teacher.

# APPENDIX F: READ ALOUD AGREEMENT TO MAINTAIN SECURITY AND CONFIDENTIALITY



## Badger Exam Read Aloud Protocol



### Badger Exam 3-8: A Smarter Balanced Assessment Test Security Incident Report Form

When a student cannot access text-to-speech, an embedded resource available on the Badger Exam, the student may be eligible to work with a test reader.

On the Badger Exam:

- Test readers are allowable across all grades as a designated support for Mathematics and English Language Arts (ELA) items as appropriate (**not ELA reading passages**).
- Test readers are allowable for ELA reading passages as a documented accommodation for eligible students (must have IEP/504 plan).
- Test readers should adhere to the *Badger Exam Guidelines for Read Aloud* to ensure that the read-aloud is standardized.

I, \_\_\_\_\_ verify with my signature below that I have read and understand my responsibilities as a test reader as described in the *Badger Exam Guidelines for Read Aloud*.

Submit signed form to the School Assessment Coordinator.

Signature		Date
Name (Print)	Title	
District and School Name		
School Assessment Coordinator Signature		Date

# GLOSSARY

Term	Definition
<b>Accommodation</b>	Changes in procedures or materials that increase equitable access during the Badger Exam. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans. Consortium-approved accommodations do not compromise the construct, grade-level standards, or intended outcome of the assessments. See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> at <a href="http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/SmarterBalanced_Guidelines.pdf">http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/SmarterBalanced_Guidelines.pdf</a> for complete information.
<b>Appeal</b>	This is a request made by a district to reset, reopen, invalidate, or restore a student's assessment. These requests must result from a test security incident or incorrect test setting that impacted testing.
<b>Badger Exam, 3-8: A Smarter Balanced Assessment (Badger Exam)</b>	The Badger Exam, 3-8: A Smarter Balanced Assessment or <i>Badger Exam</i> , is Wisconsin's customized version of the Smarter Balanced Assessment. A multi-state, state-led consortium designed the Smarter Balanced Assessment. The Badger Exam is a summative assessment in English language arts/literacy and mathematics for students in grades 3 through 8.
<b>Break</b>	There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs.
<b>Classroom Activity (CA)</b>	A short, teacher-led activity designed to introduce students to the context and contextual vocabulary in the PT to ensure that students are not disadvantaged in demonstrating the skills the task intends to assess. A Test Administrator (TA) or other authorized staff can lead the CA. An applicable CA is required before the PT portion of the test. The PT should be administered within three days after the CA. The CA should not be supplemented with any other content that the administrator may think is helpful because doing so may detract from the intended purpose of the CA.
<b>Designated Supports</b>	Accessibility features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> for complete information: <a href="http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/SmarterBalanced_Guidelines.pdf">http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/SmarterBalanced_Guidelines.pdf</a>
<b>District Assessment Coordinator (DAC)</b>	Designated district staff member who is responsible for overseeing the implementation of the Badger Exam. The DAC can upload, add, modify, and remove student records and is responsible for ensuring all school-level test administrators have received adequate training on test administration, test security, and testing policies/practices.

Term	Definition
<b>Invalidate</b>	A specific appeal in the TOMS. Invalidating a test in the Appeals system results in the omission of test results and student responses from the testing and accountability systems. Invalidation is often the outcome for assessments impacted by a test security incident. Invalidated tests cannot be restored.
<b>Item</b>	A test question or stimulus presented to a student to elicit a response.
<b>Pause</b>	Action taken by a student or TA to temporarily halt the test during any part of the test, as needed.
<b>Performance Task (PT)</b>	A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test. Prior to the PT, teachers or instructional staff conduct a CA for all students in the class to ensure that a lack of understanding of the context of the task does not interfere with a student's ability to address the content of the task.
<b>Print on Demand</b>	This is an accommodation intended for those extremely rare instances (e.g., photosensitive epilepsy) where a student's condition prevents him or her from accessing material online. Access to printed items/stimuli should not be assigned based solely on a student's personal preference. The decision to allow this accommodation must be based on each individual student's need and documented in a student's Individualized Education Program (IEP) or 504 Plan. If a student requires Print on Demand, the DAC must submit an accommodation approval form located at <a href="http://oea.dpi.wi.gov/assessment/forms">http://oea.dpi.wi.gov/assessment/forms</a> . After receiving the form, DPI will review the request and, if appropriate, activate the accommodation in TOMS.
<b>Reopen</b>	A specific appeal in TOMS. It applies to a test that has already been submitted or has expired and allows the student to access the previously closed test. For example, a test may be reopened if a student started a test and became ill and was unable to resume testing until after the testing opportunity expired.
<b>Reset</b>	A specific appeal in TOMS. Resetting a student's test removes that test from the system and enables the student to start a new test. Any work previously done on the test would be lost. The new test will require a new test ticket. Valid reasons for a reset would be if a student's test event was administered inconsistently with the student's IEP (this would include both embedded and non-embedded accommodations) or if the student started a test and didn't have a needed language support (such as a language glossary).
<b>Restore</b>	A specific appeal in TOMS. Restore a test from the "Reset" status to its prior status. This action can only be performed on assessments that have been reset and if the student has not logged into the reset test. A test opportunity can be restored if it was reset in error. For example, if a test reset was requested for a mathematics test instead of an ELA test, then that mathematics test can be restored to its previous status.
<b>School Assessment Coordinator (SAC)</b>	Designated school staff member responsible for monitoring the test schedule, process, and test administrators (TA). SACs are also responsible for ensuring that TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures.

Term	Definition
<b>Section 1</b>	The portion of the Badger Exam includes a variety of selected response, constructed response, and technology enhanced items.
<b>Section 2</b>	This portion of the Badger Exam includes the mathematics performance task.
<b>Secure Browser</b>	A web browser that is downloaded and installed on a computer prior to a student beginning the test. The browser is specifically designed for use with the Badger Exam to provide secure access to each content area and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessments.
<b>Segment</b>	A part of a test within the test delivery system. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments—one segment that allows calculator use and another segment that does not). When a student completes a segment of the test, he or she will receive a message that indicates that once that segment is submitted it is no longer possible to return to that segment.
<b>Session</b>	A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or district administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. The Badger Exam is not timed; however, Smarter Balanced recommends that session durations range between 40 and 120 minutes. An individual student may need more or less time overall. <i>Note: A test session does not need to end when a segment ends.</i>
<b>Stimulus/Stimuli</b>	Material or materials used in the test context which form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing the knowledge and skills of students and are diverse. They can be traditional reading passages/texts but viewed on a computer screen; images with audio presentations for students to listen to; simulated web pages for students to use for research; or scenarios to react to.
<b>Test Administrator (TA)</b>	District or school personnel responsible for administering the Badger Exam in a secure manner in compliance with the policies and procedures outlined in the <i>Test Administration Manual</i> at <a href="http://oea.dpi.wi.gov/assessment/Smarter">http://oea.dpi.wi.gov/assessment/Smarter</a> .
<b>Testing Breach</b>	A security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported immediately to the state level. For specific details on how to proceed when an incident has occurred, please refer to section 9.2 <i>Monitor Test Security</i> of this manual.
<b>Testing Impropriety</b>	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. For specific details on how to proceed when an incident has occurred, please refer to section 9.2 <i>Monitor Test Security</i> of this manual.

Term	Definition
<b>Testing Irregularity</b>	<p>An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level, but are submitted in the online system for resolution of the Appeal for testing impact.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to section 9.2 <i>Monitor Test Security</i> of this manual.</p>
<b>Test Operations Management System (TOMS)</b>	<p>The registration system used for the Badger Exam. This is the system through which users interact with and inform the test delivery system. This registration system provides administrators with the tools to add and manage users and students participating in the Badger Exam assessments. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role.</p>
<b>Universal Tools</b>	<p>Available to <b>all</b> students based on student preference and selection.</p> <p>See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> at <a href="http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/SmarterBalanced_Guidelines.pdf">http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/SmarterBalanced_Guidelines.pdf</a> for complete information.</p>
<b>Wisconsin Student Number (WSN)</b>	<p>Districts use Wisconsin Student Numbers (WSNs) instead of names to submit data about student educational progress. WSNs are used to create student records in TOMS.</p>

## Document Change History

Revision Date	Summary of Changes
3/13/2015	Removal of Section 2 PT ELA references. Updated script to include more detail about sound check and text-to-speech sound check.

Prepared by Educational Testing Service (ETS)

